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ABSTRACT

Using the Outdoor Learning Experience of the Children's Demonstration School for migrants as an example, this guidebook is intended for administrators, program directors and potential funding sources who are concerned with the development and implementation of an outdoor learning experience for children. A model is provided that can be used as a starting point for program development rather than as a firm model for replication. The major goal of the Outdoor Learning Experiences (OLE) is to provide positive outdoor educational experiences that lead to an individual's discovery of his or her own potential. The immediate objectives of OLE are to provide a variety of educational, recreational, and self-realization activities for migrant youth (ages 8-16) in a highly motivational outdoor setting. In addition to the program objectives and an overview, the document provides guidance on planning the program (funding, administration, facilities, staffing, activities, equipment and supplies, implementing the program), implementing direct service, evaluating and monitoring the program, and resources. Appendices include a menu, typical food list, counselor orientation packet, parent and general information packet, and an activity and skill checkoff sheet. (BRR)

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PROJECT CHILD*

IMPLEMENTATION GUIDEBOOK SERIES

OUTDOOR LEARNING EXPERIENCE

by

Fred DeMay

1980

Dissemination funds made available by the United States Department of Education
National Diffusion Network Division

*Comprehensive Help for Individual Learning Differences - Validated by
U.S.O.E. Joint Dissemination Review Panel, April 1973

BOCES Geneseo Migrant Center
Holcomb Building, Geneseo, New York

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DEDICATION

While there are many individuals and groups who have contributed to the development of Project CHILD - the migrant farmworker families, dedicated and hard-working Geneseo Migrant Center staff, funding sources such as the New York State Departments of Education and Health, hundreds of community and student volunteers, consultants and governmental officials - one person, in effect, has made Project CHILD possible. That individual is Dr. Robert W. MacVittie, the President of the State University College of Arts and Science at Geneseo, New York from 1963 to 1979.

President MacVittie was unfaltering in his support of the Geneseo Migrant Center and its programs since their inception. The Center itself was his idea arising from his concern for and interest in a rural college serving a rural population. Thanks to him and his generous in-kind contributions of college facilities and services, hundreds of migrant farmworkers and their families have enjoyed fully the splendid resources of the college complex. The spacious quarters of the Center have enabled staff to meet program needs as fully as possible.

During trying times, President MacVittie was instrumental in providing the support the Center needed to continue its vital work. Some compensation for his extraordinary efforts has been the fine nationwide reputation of the Center's programs resulting in the college's Special Citation from the American Association of Colleges of Teacher Education (AACTE) in 1969 and the validation of Project CHILD in 1973 as an exemplary project in the National Diffusion Network.

This Implementation Guidebook Series is, therefore, dedicated to Dr. Robert W. MacVittie, with a warm thank you from the families who have benefited so greatly from his concern.

OUTDOOR LEARNING EXPERIENCE (OLE)

INTRODUCTION

The major goal of the Outdoor Learning Experience for migrant children, which is a part of the Children's Demonstration School (CDS), is to provide positive outdoor educational experiences that lead to an individual's discovery of his or her own potential. This goal is based on the philosophy that experiences in our natural environment provide an ideal way to encourage the total development of an individual.

In recent years, educational and self-growth programs such as Outward Bound and numerous wilderness survival programs in high school and college, have demonstrated time and again that many individuals are capable of much more than they ever even imagined! Participants in these programs include youngsters from inner-city and other culturally different and/or economically deprived environments. In essence, outdoor education has the potential of revealing that no matter what circumstances a person finds himself in, regardless of the obstacles that block the way, the strength to succeed comes from within and the determination to reach a goal is a matter of personal choice.

PROGRAM OBJECTIVES

The immediate objectives of the OLE are to provide a variety of educational, recreational, and self-realization activities for migrant youth in a highly motivational outdoor setting. More specifically, participants in the program will:

1. display competency in the basic camping skills such as fire starting, meal preparation, compass reading, map reading, and other related skills depending on individual ability and progress.

2. express the importance of environmental protection and describe various ways individuals can promote the protection of our environmental resources.
3. participate in group recreational activities as an individual and as a member of a team.
4. participate in creative arts activities involving creative expression (skits) and creative reception and interpretation of the environment (music in nature, art in nature, written or spoken description of a scene).
5. participate in educational activities demonstrating application of academic skills (i.e., math in nature, measurement, reading natural symbols - trail marks, animal tracks, droppings, bird nests, etc.).

This guidebook is intended for administrators, program directors and potential funding sources who are concerned with the development and implementation of an Outdoor Learning Experience for children. A model is provided that can be used as a starting point for program development. Many variables, such as available manpower, specific program objectives, geographical location, time restrictions, age range of participants and available facilities have a direct bearing on the complexion of any particular program. For this reason the guidelines provided with this model are intended for use as a resource to assist those establishing a new program rather than as a firm model for replication.

It is hoped that readers who are considering implementation of a similar program will use this material in conjunction with other available resources to design a program unique to the population served and in harmony with specific local programming goals.

As a result of utilizing the information in this booklet the reader will be able to:

1. identify the basic components of an Outdoor Learning Experience Program.
2. list the steps involved in planning an OLE Program.
3. plan the program for a week-long OLE model.

4. describe the necessary process for implementing an OLE Program.
5. identify and locate additional sources of information relating to specific activities that can be incorporated in an OLE Program.

Yippee - It's swim time!

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OVERVIEW OF THE PROGRAM

Project CHILD's Outdoor Learning Experience is an integral part of the Children's Demonstration School (CDS). Due to the inherent complexities of establishing such a program, the OLE is considered as a separate service and will be described here in full.

The program serves approximately 50-55 migrant children (inter-intrastate) ages 8 to 16. Project CHILD has employed two possible models for a camp program; a one-week and a two-week program. This booklet describes the one-week program.

During the week in camp, the counselors are assigned to small groups of participants. All camp staff (including the nurse, waterfront personnel and aides from CDS) are assigned a group. The aim is to achieve an approximate 1 to 5 ratio of adults to campers.

Each day and evening is broken into time blocks with specific activities planned for each block. Campers are responsible for preparing and cooking two meals a day. One meal daily is served in the dining hall. This system leaves very little "idle" time for the campers to use in a non-constructive manner.

When possible, follow-up activities are planned that the campers are encouraged to pursue on their own. In addition, notebooks and pencils are provided to each camper for use as a "daily journal". The use of these private diaries is encouraged whenever possible to record interesting events, nature observations or other matters of interest to the individual as he/she sees fit. The camp staff find that in so structuring the time and by providing a variety of suggestions for free time, the campers are continually engaged in constructive activities.

The majority of activities planned involve a minimum amount of equipment or expertise on the part of the campers. This is done in recognition of the wide range of personal interests and the abilities and ages represented by the group of campers served. Whenever possible, activities are planned so that achievement can

be realized on an individual basis. Such activities will be discussed in greater detail in a later section.

It might be added that migrant children generally have very few, if any, material resources at their disposal. This includes clothes, blankets, rain equipment and, in some cases, toilet articles such as soap, towels and toothbrushes. This poses a very real challenge for the OLE program director in that it becomes his/her responsibility to assure that the needs of each individual are met as fully as possible. It was also discovered that many of the children, particularly the younger ones in the 8-10 age group, have a very limited background of experience and, in some cases, display emotional and behavioral habits that require special attention. The importance of dealing with campers as individuals with unique emotional and behavioral needs should be stressed to all staff members.

Row, row, row your boat!

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PLANNING THE PROGRAM

Three to four months prior to the camping experience, planning for the program starts. The initial planning for an Outdoor Learning Experience Program involves the local migrant program administrator and administrative staff. Once the decision has been made to initiate an OLE Program, the administrative staff projects the number of children to be served, anticipates staff needs and, on the basis of that information, formulates a budget.

FUNDING

The next step is to secure funding. Some alternate sources are:

1. State Education Department.
2. local community civic organizations.
3. fund raising activities.

Actual dollar amounts will vary depending on resources, but it is safe to assume that a one-week program will generally cost in the area of $3000 to $4000.

ADMINISTRATION

Once funding has been secured, a camp director must be hired. The duties of the camp director are to:

1. identify program objectives.
2. plan specific camping activities.
3. screen, interview and hire counselors.
4. arrange transportation to and from camp.
5. identify and order food, supplies and equipment needed.
6. maintain records on staff and campers (personal data, medical background).
7. coordinate activities during camp week.
8. manage the budget to meet program needs.

Approximately 1½ months prior to the program opening, the goals and objectives must be planned. The camp director and the administrative staff decide whether the orientation of the program will be mainly recreational or educational. Other decisions to make are what types of activities to schedule, what supplies are needed, how many counselors and support staff are needed and what background qualifications to require. The support staff usually includes a nurse/first aid personnel, a waterfront safety instructor, lifeguards and others.

FACILITIES

The next step is to identify and contract with available campgrounds. The facilities available at the campground should be suitable for children of ages 8-16, who generally have had no camping experience. These facilities should include provisions for:

1. separate campsites or sleeping facilities for boys/girls.
2. weatherproof tents (on platforms) or cabins.
3. cots or beds that allow the use of sheets and blankets.
4. separate male and female latrines and personal hygiene facilities.
5. showers.
6. waterfront and related equipment (boats, canoes, etc.).
7. enclosed dining hall or meeting hall with kitchen facilities.
8. protected outdoor cooking areas:
9. indoor area for whole-group use during inclement weather.
10. first aid station.
11. food storage (freezer and refrigerator) capacities.
12. marked nature or hiking trails.

Some campsites provide specific services under contract. That should be considered. Such services might include:

1. meal preparation by the camp cook. It may be advantageous to have all or some meals prepared for campers, depending on the objectives of the program. If cooking is not a program goal, then this service is well worth contracting for.
2. use of equipment; pots, pans, safety equipment, waterfront equipment, and recreational supplies.
3. limited use areas; arts/crafts buildings, waterfront area, etc.
4. services of personnel; waterfront safety instructors, lifeguards, cooks, first aid personnel.

NOTE: Some camps are required under state law to insure that waterfront safety and advanced first aid personnel are identified before a contract is signed. If such is the case, it would be wise to negotiate with the camp for these positions to be filled from their staff. If that is not possible, then other arrangements must be made as soon as possible to insure that qualified personnel are hired. Most camps would not risk the loss of their license by allowing an understaffed program to operate.

STAFFING

Counselor positions should be advertised in local newspapers, public employment services and placement offices, and local radio stations should be sent notices of openings.

Staff needs and qualifications are based on program objectives. If the program is oriented mainly to education, potential sources of counselors would be teachers on summer vacation and students from teacher-training colleges. If the primary emphasis is on outdoor survival or camping skills, possible contacts might include Boy Scouts, Girl Scouts, Explorers, and the Physical Education Department of local colleges (outdoor education department). In any case, it is wise to hire at least one counselor with skills for each of the following areas:

1. outdoor recreation (group games, track and field events, etc.)
2. indoor recreation (skit night, sing-alongs, dances, social functions)
3. nature and ecology
4. camping skills
5. waterfront related activities
6. arts and crafts

A counselor's duties consist of taking responsibility for all campers in his/her charge at those times when he/she is assigned a group and teaching skills relating to his/her area of expertise either to individuals, groups, or by maintaining skill learning centers.

One month prior to the opening of the program, the counselors who have been selected must be notified of their appointments. Each counselor must complete a contract, file a W-2 form and arrange for a medical examination. Transportation to and from the campsite must be arranged and a contract signed with the carrier. The contract must specify departure and return dates and times. In arranging for transportation, adequate room to carry supplies must be allowed. This may require an additional bus or truck. A menu is selected, taking into consideration meals to be provided by the camp under contract (see Appendix A and B).

ACTIVITIES, SUPPLIES AND EQUIPMENT

Three weeks prior to the opening of the program, the following steps must be taken:

1. Plan specific activities and staff assignments for the week, identifying how time will be spent and planning activities for each day. (See IMPLEMENTING DIRECT SERVICE section, found on Page 13).
2. Review and identify any additional materials needed.
3. Contact community resources for donation of supplies and equipment needed, i.e., blankets (local armories, Red Cross, etc.), clothes (Salvation Army,

civic organizations), equipment (schools, recreational programs).

4. Contract for linen service, if needed (sheets, blankets, pillows, towels). Most migrant children will need these supplies provided for them. Include this item in budget planning.
5. Contact organizations and individuals for special events, as desired:
   A. local musicians or bands for sing-a-longs and dances
   B. naturalists for bird and nature hikes
   C. conservation officer for ecology, adopt-a-tree each camp, and plant a sapling
   D. sports or TV celebrity for awards ceremony and/or opening/closing ceremonies
   E. magician
   F. artist
   G. Boy and/or Girl Scouts for special projects

Two weeks prior to the opening of the program, the following steps must be taken:

1. Order or buy all needed supplies; arrange for deliveries and storage of:
   A. food and meal preparation items.
   B. medical and first aid supplies.
   C. recreational and educational equipment.
   D. paper products.
   E. awards and prizes.
2. Make purchase order arrangements for stores near campsite and contact dairies and bakeries (if needed) for daily deliveries.
3. Hold first full staff meeting and hand out Counselor Orientation Packet (see Appendix C).
   A. Orient to goals of program and needs and characteristics of migrant children (dealing with individual emotional and social needs).
   B. Outline program objectives and specific activities.

C. Outline staff responsibilities.

D. Review camp rules.

E. Review emergency procedures; first aid, fire, etc.

F. Solicit staff input on program and activities.

4. Identify final list of campers (if possible).

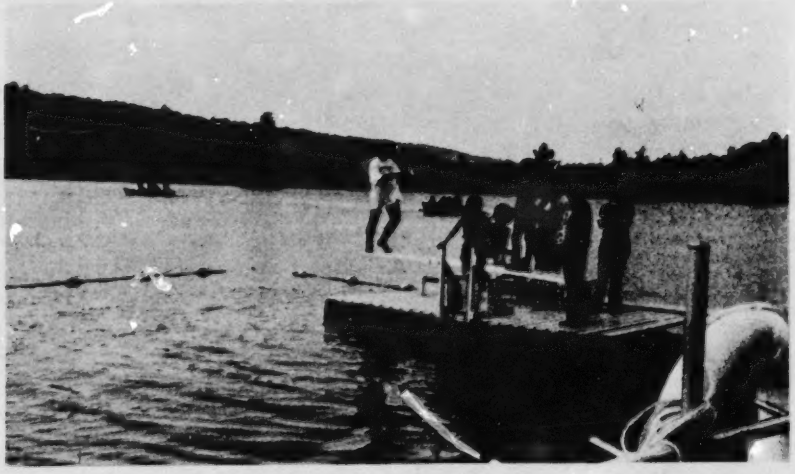
IMPLEMENTING THE PROGRAM

One week prior to the opening of the program, the following steps must be taken:

1. Hold an orientation meeting for campers. Review the following items with campers:
   A. differences between home life and camping
   B. camp rules
   C. types of activities planned
   D. what they need to bring (suggested)
2. Send out Parent Permission Forms and General Information Packet (see Appendix D). It may be desirable to plan a parent's information night with a slide presentation of the campsite and general information about the types of activities planned.
3. Assemble medical records on campers.
4. Assemble and store all supplies, i.e., recreational materials (bats, balls, record players, records), field identification books, notebooks, pens, pencils, compasses, maps, movies, movie projectors, corn poppers, etc.
5. Arrange public relations strategies (local newspaper, TV, radio, photographers, etc.) if desired.
6. Check inventory list.
7. Assemble all paper flow needed for week, i.e., printed recipes, directions for activities, evaluation forms and skills checklists, maps, daily

schedules, etc.

8. Hold final staff meeting to cover:
   A. final assignment of groups.
   B. specific responsibilities for activities or learning centers.
   C. emergency procedures.
   D. check in/out procedures.
   E. timetables.
9. Double check arrangements for campsite and transportation.



Don't push - I'll jump!!!

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IMPLEMENTING DIRECT SERVICE

The key elements of direct service are shown in the Activity and Skill Checkoff Sheet (see Appendix E). This checkoff sheet is a fairly accurate representation of the basic outdoor education topics we attempt to cover throughout the week. Such sheets are used by counselors to evaluate campers at the conclusion of the camping experience.

Camper's skills are evaluated by group counselors for specific skill ininstruction. For example, a specific skill such as fire starting might be known by some campers (i.e., Algonquin Indian youths who use that skill daily in their home environment) and unknown by others (i.e., some 8, 9 and 10 year olds had difficulty lighting matches). When such discrepancies occur, it is the responsibility of the individual group counselor to provide adequate instruction, demonstration and practice for campers to master the skill. Campers are assessed by counselors on an ongoing basis using primarily observations as well as input from other campers.

The following schedule represents a typical schedule of activities for the 5-day OLE. It should be noted that a last minute increase in the number of campers attending, miscalculated allotments of time for some activities (i.e., cooking) and an excess of rain the first three days may require considerable alteration in the original plans.

Most of the morning schedule centers around small group skill development, educational and nature awareness type activities. Afternoon schedules stress large group recreational activities. Evenings generally include some type of whole camp social function.

TYPICAL ACTIVITIES SCHEDULE - ONE WEEK

	Morning	Afternoon	Evening
Mon.	Arrival 10:30, camp setup, orientation, hike	12:00-12:30 dining hall, journals & pens distributed. Fire starting and fire safety, safety matches, snacks	5:00-7:00 cooking and cleaning 7:00-7:30 free time 7:30-10:00 campfire sing-along sheets, weiner roast, story, poetry
Tues.	Compass skills & map reading, sensitivity hike, compass, polar bear club	Orienting competition, snack	Individual campfire, scary time, night games, corn roast, sing-along
Wed.	Polar bear club, plant identification, sensitivity hike, scavenger hunt, knots & hitches, camp skills (rope-twine)	Water Olympics, snack	Movies, popcorn and marshmallows, practice for skit night, movies, dance
Thurs.	Bird hike 6:00 AM, animals, birds sensitivity hike to Stoney-brook, lean to's, shelters	Camp craft and field Olympics, snack	Sunset hike, skit night, dining hall, weiner roast/hot cocoa, dance
Fri.	Service project 9:30, sensitivity hike, camp cleanup. Awards ceremony at lunch	Camp checkout and departure, snack	

The following schedule represents how each day is actually planned, as a result of counselor input and time allowances:

REPRESENTATIVE DAY: WEDNESDAY

7:00 AM	Rise and shine - call in milk order
7:30	Polar Bear Club - optional
8:00	Campers and counselors up, firewood collection, start fires, announce tent, bed and camp inspection for 9:30
8:30	Distribute food for breakfast, instruct counselors to post daily rosters for Wednesday, Thursday, Friday
8:30 - 9:30	Breakfast and cleanup
9:30 - 10:00	Inspection and free time for journals, meet in dining hall for compass and map skill instruction. (Preparation for orienteering competition).
10:30 - 11:30	Orienteering competition (each group provided with camp maps, compass and coordinates to checkpoints). Groups sent out at five minute intervals. Group with best time wins a watermelon.
11:30 - 12:00 N	Awards for competition and dining hall cleanup
12:00 - 2:30 PM	Start fires, prepare and eat lunch, free time hour
2:30 - 4:00	Water Olympics (weather permitting): individual and group competition in various water activities; swimming races, tug-of-war, greased watermelon, etc. All campers encouraged to participate. or Field Olympics (remaining activity to be rescheduled): individual and group competition in various track and field events; softball toss, long jump, 50, 100 yard race, other related activities. Awards presented on field.
4:00 - 4:30	Break and snack (or group games)
4:30 - 5:00	Sensitivity hike by groups: Find and list: 5 trees, 5 flowers, 5 birds, 5 things/crawl Select 5 groups: 5 animals, 5 things, 5 sounds, 5 smells, 5 designs
5:00 - 6:00	Dining hall for dinner

6:00 - 6:35	Free time; suggest practicing skits for skit night (Thursday)
6:45	Dining hall, social night

1. 7:00 - 8:00 Dance (need record player and records)
2. 8:00 - 9:30 (10:00) Movies and popcorn/marshmallow roast (also hot cocoa)

9:45 - 10:00	Return to camp, lights out
10:30	Staff meeting

A similar schedule for each day is prepared in advance. Time is allowed each day for a midafternoon snack, usually fruit and cookies.

Another new leaf to identify!

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EVALUATING AND MONITORING THE PROGRAM

Evaluation of individual camper accomplishments is accomplished by counselors using the Activities and Skills Checkoff Sheet (see Appendix E). Counselors rate each camper or record comments relating to progress demonstrated for each appropriate skill listed. In the future, the evaluation sheet will be revised to include a rating system (i.e., mastered skill, demonstrates progress, needs additional practice/instruction, not attempted).

In addition, evaluation and planning meetings are held every evening after the campers are in bed. One counselor remains in each campsite during those meetings. During such meetings counselors and the camp director discuss the events of the day, whether or not activities went as planned, why they were successful or unsuccessful and the specific agenda for the following day. Although activities are planned well in advance, the need for flexibility is essential. In some cases activities are altered or changed altogether for a variety of reasons; weather, lack of time, previous difficulties with similar activities, etc. In such cases, counselor input and flexibility of original scheduling is critical for the success of the program.

The overall Outdoor Learning Experience is evaluated by the camp director, utilizing suggestions from camp counselors. Weaknesses and strengths of the program are outlined and suggestions for following programs made. Most suggestions center around the following areas:

1. Develop more structured learning and instructional activities, i.e., in the areas of nature study and ecology.
2. Have ample equipment on hand to conduct outdoor learning labs, field identification guides, specimen collection equipment, microscopes, magnifying glasses, binoculars, etc.
3. Institute hiring practices that encourage hiring counselors with well defined areas of expertise; ecology, nature, outdoor recreation, evening

recreational and social activities, water safety instruction, etc. as determined by goals of the program.

4. Have several "rainy day" activities ready for alternate scheduling.
5. Develop a well defined plan for discipline problems. Announce the plan before departure and adhere to it during OLE.

RESOURCES

Many valuable resources on outdoor education may be obtained from the state education departments and from local colleges and universities. The following resources were found useful for Project CHILD's Outdoor Learning Experience:

1. materials from Boy Scouts of America - camping skills
2. materials from Girl Scouts of America - camping skills
3. Relating Outdoor Education Concepts to Emotionally Handicapped Children and Youth - Proceedings, The State University of New York, The State Education Department Division for Handicapped Children. Section for Emotionally Handicapped Children and the Division of Health, Physical Education and Recreation Bureau of Physical Education and Recreation in Co-Sponsoring with State University College of New York, College of Arts and Science at Plattsburgh.
4. Outdoor Education - A selected bibliography ERIC/CRESS supplement No. 4 February 1975, for sale be contacting:

   National Educational Laboratory Publishers, Inc.
   813 Airport Boulevard
   Austin, Texas 78702

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APPENDICES

I left the city for this?

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NOTE: This menu is typical of that developed by the campers prior to the camping week thus permitting advance purchase of groceries.

PROJECT CHILD
State University College, Geneseo, New York

OUTDOOR LEARNING EXPERIENCE

MENU

DAY	BREAKFAST	LUNCH	DINNER
Monday		*Dining hall Spaghetti/meat sauce Salad Bread/butter Milk Dessert	Shish kabobs Baked apples and cinnamon Bread sticks/butter Milk
Tuesday	*Dining hall Eggs Cinnamon rolls	Sloppy joes on a bun Home fried potatoes Applesauce Milk Oatmeal cookies	Beef stew Watermelon Milk Bread/butter
Wednesday	Pancakes/syrup Ham Milk Juice Fresh fruit	Cheeseburgers on a bun Celery and carrot sticks French fries Milk Cookies	*Dining hall Spanish rice Green beans Baked potatoes Milk
Thursday	French toast/syrup Bacon Milk Orange juice	*Dining hall Goulash	Corn on the cob Grilled chicken Rice Salad Milk Bread/butter Peaches
Friday	Omelets - ham and cheese Milk Orange juice Toast/butter	*Dining hall Fish and Chips	HOME

*Meals contracted by camp cook. Other meals prepared by campers.

PROJECT CHILD
State University College, Geneseo, New York

OUTDOOR LEARNING EXPERIENCE

TYPICAL FOOD LIST FOR MEALS FOR ONE-WEEK PROGRAM

Produce

oranges
apples
potatoes
celery
carrots
peppers
Spanish onions
lettuce
tomatoes
watermelons
sweet corn

Dairy

eggs
cheese
milk
butter
creamer

Misc.

popcorn
marshmallows
molasses
cocoa
coffee
aluminum foil
soap
dishwashing liquid
pot holders
scouring pads
matches
garbage bags
spatulas
ladles
knives

Canned Goods

orange juice
grape juice
grapefruit juice
pizza sauce
applesauce
peach halves
shortening
corn
peas

Staples

flour
condiments
Minute Rice
sugar
vinegar
brown sugar
baking soda
pancake mix
pancake syrup

Meats

hams
hamburger
hamburg patties
cubed beef (stews & kabobs)
chicken
hot dogs
bacon

Paper Products

plates
cups (hot and cold)
towels and napkins
knives, forks and spoons
toilet tissue

Baked Goods

oatmeal cookies
bread
hamburger rolls

PROJECT CHILD
State University College, Geneseo, New York

OUTDOOR LEARNING EXPERIENCE

COUNSELOR ORIENTATION PACKET

Directions to Camp Pinewood
Map of Camp Pinewood
Emergency Procedures
Essential Equipment for Counselors
Field Cooking

PROJECT CHILD
State University College, Geneseo, New York

OUTDOOR LEARNING EXPERIENCE

EMERGENCY PROCEDURES

A first aid kit will be assigned to each site. All counselors are to make themselves familiar with contents of kits and know where kits are located.

In case of an emergency, immediately send someone to locate nurse. Stay with victim and make as comfortable as possible. Record time and location of accident and any first aid measures taken. In case of poisoning, try to determine nature of poison ingested.

All accidents are to be reported to Jeanne Stearns - even minor cuts. All cuts and scratches are to be treated immediately. This is to avoid any possibility of infection.

The nurse or camp director will make all arrangements for emergency medical evacuation.

PROJECT CHILD
State University College, Geneseo, New York

OUTDOOR LEARNING EXPERIENCE

ESSENTIAL EQUIPMENT FOR COUNSELORS

Sleeping bag

Personal mess kit or eating supplies

Clothes for 5 days - prepare for cool weather!

Swimming suit

Personal grooming aids - soap, shampoo, towels, razors, toothbrush, toothpaste, comb, etc.

Pocket knife

Flashlight

Raingear

Other equipment you think may come in handy - musical instruments, records, compass, etc.

Camera - optional

Pen, pad, clipboard

PROJECT CHILD
State University College, Geneseo, New York

OUTDOOR LEARNING EXPERIENCE

FIELD COOKING

Cooking will be by group, approximately 4-5 campers per group and counselor(s).

Each group will be provided with one set of nesting pots and pans. This will be sufficient to cook for up to approximately 10 people. These kits are being supplied by the camp so extreme care must be exercised to keep them clean and in good condition.

Fires are to be made in authorized areas only! If additional fire areas are needed, see the camp director.

Food will be stored in the dining hall. One or two campers from each group will be assigned to take a count of the number of people eating with the group and then pick up the food for the group. One counselor will be assigned to dispense food for each meal and take out food and supplies needed for the next meal.

Recipes will be distributed to counselors who in turn will distribute them to campers responsible for food preparation and cooking. Counselors are to assist in cooking only if needed.

A duty roster outlining fire starting, wood collection, food delivery, preparation, cooking and cleanup will be prepared by group counselors daily. Campers should be rotated so they can experience all phases of meal preparation. In small groups, dual duties may be necessary.

All cooking utensils are to be thoroughly scrubbed and sterilized immediately after each use.

Personal eating utensils are to be cleaned by each camper and counselor after each use.

Food not used should be returned to the dining hall for storage and later use. These will be used for night and afternoon snacks, if possible.

Absolutely no food or snacks in tents. This would tend to encourage small animals to enter tents and may consequently startle or seriously frighten young campers. Also, a health problem may develop. Campers will receive plentiful portions during meals and snacks, so there is no reason to hoard food.

PROJECT CHILD
State University College, Geneseo, New York

OUTDOOR LEARNING EXPERIENCE

PARENT AND GENERAL INFORMATION PACKET

Letter to Parents
Sleeping Gear Request Form
Equipment Checklist
Making a Bedroll
Parental Permission Slip
Camp Map

PROJECT CHILD
State University College, Geneseo, New York

NOTE: This letter provides basic information for parents about the program and is delivered and/or explained to them.

OUTDOOR LEARNING EXPERIENCE

PARENT INFORMATION FORM

Dear Parents:

This year the Outdoor Learning Experience (Camping) Program looks like a real winner and we're all excited about it here at Project CHILD. I'd like to take this opportunity to pass on some information I'm sure you'll find useful. Please take the time to review the section on general rules with your participating children, as preparation before the Outdoor Experience is very important.

I. For Parents:

The Outdoor Learning Experience will take place at Camp Pinewood near Dansville, New York, from Monday, August 22, 1977 to Friday, August 26. Please note that the camping experience is only 5 days this year.

In case of an emergency the following numbers should be used:

White Pine Lodge (Infirmary) 1-607-295-9883

Site Director (1-607-295-7036) should be used if no answer at lodge

Ranger (1-607-295-9877) should be used only if there is no answer at the lodge or site director's cabin

The campers will be picked up by the bus at the regular time Monday morning and will return home at the regular time Friday evening.

Our program nurse (Ms. Jeanne Stearns) will be present during the entire week. She will direct the infirmary and contact all necessary medical facilities and parents in the event of a medical emergency. In addition, each campsite will be provided with a complete first aid kit.

All campers will be supervised by adult counselors during the entire camping experience. At no time will your children be left unsupervised.

II. For Parents and Campers:

Camp Pinewood is situated in the rolling hills of South Dansville near Stony Brook State Park. The 722 acre camp lends itself to a variety of outdoor activities ranging from swimming, hiking, nature studies and outdoor cooking to arts and crafts in various lodges, dances and large group campfires. (See map of camp).

General rules for campers:

1. Each camper will be assigned to an adult counselor for the duration of

the program. Campers are expected to follow all directions of counselors, nurse and camp director without question. In the event of a serious discipline program, parents will be contacted and child returned home.

2. Camp property and equipment must be maintained in the condition received. Any defacement or destruction of property or tents will be charged to the camper.

3. Camp Pinewood observes a minimum environmental impact policy. Wild plants, flowers and wildlife should not be disturbed, so that others may enjoy their beauty. Please stress to children the importance of this policy (it includes everything alive and growing from weeds to leaves on trees). Any live trees defaced or cut down will result in a fine of $25.00 per tree!

4. All campers are expected to pitch in and contribute their part in camp duties (cooking, cleanup, fire preparation, finding firewood, etc.). Rosters will be posted daily with camper responsibilities.

5. No smoking, candles or lanterns in the tents.

III. Equipment Checklist:

Following is a list of equipment each camper is required to supply. In past years the Migrant Program has provided some equipment such as linen and blankets and eating utensils. It is the belief of the camp director that if campers bring their own equipment (all of which can be assembled from materials on hand at home) campers will be more responsible for its care and upkeep. If it is absolutely impossible to provide a bed roll for your child (children) please complete the form below and return by Friday, August 19th.

SLEEPING GEAR REQUEST FORM

PARENTS:

If it is absolutely impossible to provide sleeping bags or a 2-blanket sleeping roll for your child (children) please return this form by Friday, August 29th.

Name of Child: _____

Parent's Signature: _____

Equipment Needed: _____

_____

_____

III. Equipment Checklist (continued)

	Check
Toothbrush/toothpaste	_____
Towel/washcloth	_____
Comb or brush	_____
Bar soap/shampoo	
Clothes	
Underwear and socks	_____
Shirts - long and short sleeve	_____
Pants and shorts	_____
Bathing suit	_____
Warm jacket/sweater	_____
Warm pajamas	_____
Cap or hat	_____
Shoes or sneakers	_____
Equipment	
Personal mess kit - plate, small bowl, cup, knife, fork, spoon (plastic, except silverware)	_____
Bedroll or sleeping bag (can be made from two blankets -see separate sheet)	_____
Rain gear (optional)	_____
Jackknife (optional)	_____
Camera/film (optional)	_____

NOTE: The above items of clothing should be sufficient for 5 days. Prepare for cool weather.

If you have any questions concerning the camping experience, please feel free to contact me at Project CHILD at 245-5681.

Sincerely,

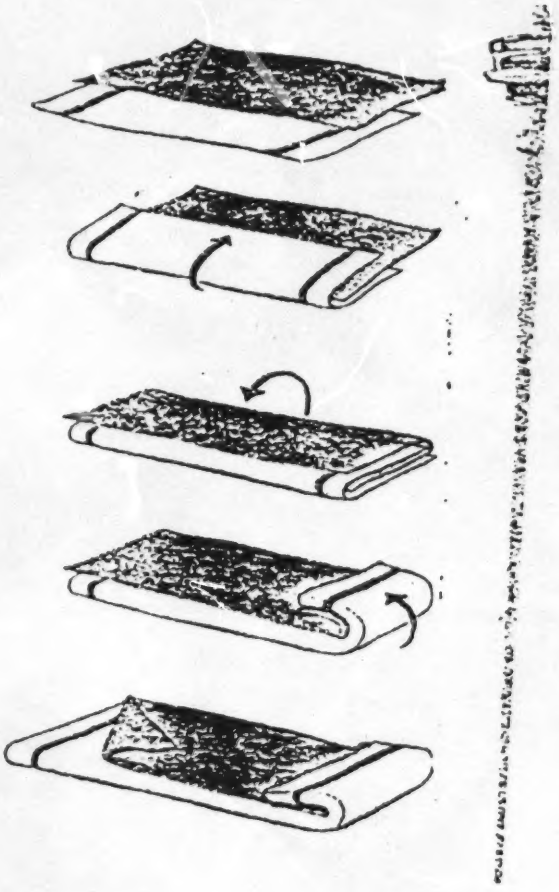
Fred DeMay
Camp Director

MAKING A BEDROLL

Put a ground cloth under your bed. It will keep out the cold and damp of the earth. This can be an old shower curtain, raincoat, or waterproof cloth.

Make an envelope bed as shown:

1. Lay the first blanket on the ground. Put the second blanket half on and half off the first one.
2. Fold the first blanket over the second. Leave half of the second showing.
3. Fold the remaining half of the second blanket back over the first. This gives you two thicknesses over you and under you.
4. Fold the bottom of the blanket up.
5. Fasten the blanket envelope with big blanket pins up both sides and on bottom.



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PROJECT CHILD
State University College, Geneseo, New York

OUTDOOR LEARNING EXPERIENCE

PARENTAL PERMISSION SLIP

Dear Parents:

This summer, a one-week outdoor educational experience will be held at Camp Pinewood, a Girl Scout Camp near Arkport, New York. The children will be picked up as usual on Monday, August 22 and will stay at the camping program until Friday, August 26 (5 days). For emergency purposes, you may call the camp director, Fred DeMay, at 607/295-7036. The program will emphasize educational and recreational activities such as nature studies, camping skills, and ecology in the mornings; group games and skill competition in the afternoons; and a full schedule of evening activities with bonfires, sing-alongs, movies, skits and a dance to mention only a few. The children will be supervised during all activities. We hope your child/children will participate.

Please complete the permission slip below and return with your child. Thank you for your cooperation.

PERMISSION SLIP

My child/children _____ has/have my permission to attend the outdoor educational experience at Camp Pinewood near Arkport, New York. I understand that the children will be picked up as usual on Monday, August 22 and will stay at the camping program until Friday, August 26. They will return home that evening after supper at the regular bus arrival time.

_____ _____

Date Signature of Parent or Guardian